DOCUMENT RESUME

ED 410 414 CS 509 533

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TITLE Fundamentals of Communication: A Course of Study for the Mandated One Credit Speech Course.
INSTITUTION Idaho State Dept. of Education, Boise.
PUB DATE 91
NOTE 17p.; For related documents, see CS 509 534, CS 215 870-881, and CS 512 836.
PUB TYPE Guides - Classroom - Teacher (052) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Course Descriptions; Course Objectives; *Interpersonal Communication; *Listening; Secondary Education; *Speech Communication; *Speech Instruction; State Curriculum Guides
IDENTIFIERS *Idaho

ABSTRACT

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for a full-semester course designed to help students better understand the complexities of the communication process and succeed in a world of interaction. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--the course of study prescribes what is to be taught, defines the subject in terms of purpose, definition, student goals and objectives, and can be changed only by action of the State Board of Education. The guide begins by briefly discussing the philosophy, critical components, recommendations on class size and grade level at which the course is taught. The guide then lists the critical components (communication process, human relations skills, listening, and speech preparation and delivery) and goals for the course of study, followed by a detailed list of course objectives associated with each of the goals. A textbook adoption evaluation guide is attached. (RS)

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ED 408 679

Fundamentals of Communication
A
Course of Study

for the mandated one credit Speech Course

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BOISE, IDAHO

FUNDAMENTALS OF COMMUNICATION
A
COURSE OF STUDY

FOR THE MANDATED ONE CREDIT SPEECH COURSE

1991

First Reprint October 1992

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CREDITS

The following people helped to develop *Fundamentals of Communication*. They were most gracious in sharing their expertise and time. The State Board of Education and the State Department of Education thank each of them and their employers for their contributions.

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PREFACE

The purpose of a course of study is to delineate the content that must be covered in the secondary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth these courses of study for each of the subjects to be taught in grades 9-12. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined courses of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised and adapted as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the Course of Study with each school administrator. Individual Courses of Study should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the Course of Study as the basis for course development, adopting instructional materials, developing curriculum guides, and setting direction for staff development.

PHILOSOPHY

The ability to communicate is a necessary, lifelong skill enabling the student to be a responsible, contributing citizen in the community, state and nation. Students need to develop the skills, knowledge, and confidence to speak and listen in a variety of settings. *Fundamentals of Communication* is a program designed to help students better understand the complexities of the communication process and succeed in a world of interaction.

COURSE DESCRIPTION

The required *Fundamentals of Communication* course is a full-semester course which offers instruction in each of the critical components listed below. Teachers are encouraged to supplement the following outline as time permits.

CRITICAL COMPONENTS

(Alphabetical Order)

Communication Process
Human Relations Skills
Listening
Speech Preparation and Delivery

The following are suggested **OPTIONAL UNITS** to supplement the *Fundamentals of Communication.*

(Alphabetical Order)

Careers and Business Communication
Mass Media
Parliamentary Procedure
Speech and Hearing Physiology

RECOMMENDATIONS

Speaking and listening are basic skills. They have been so identified by Congress in Title II of the Elementary and Secondary Education Act of 1978, by the National Commission on Excellence in Education, the College Board, the Education Commission of the States and the Idaho Commission on Excellence in Education. Recognizing the importance of communication education, the State Board of Education of Idaho in 1978 mandated a speech communication course on the secondary level. In 1983 the Board reaffirmed the significance of this course by including it in the core graduation requirements. In order for teachers to adequately instruct students in communication skills, the following are strongly recommended:

1. Class size should not exceed 25. This recommendation falls within the standard outlined by the State Department of Education for all classes. It is especially important in the communication course because presentation activities are time-consuming and can only be accomplished during class time. It is also vital that classes not be so large as to inhibit student involvement and willingness to participate.

2. The *Fundamentals of Communication* committee recommends that this course be taught at the 10th grade level. Factors of maturation--social, emotional, intellectual--make it difficult for many students to succeed in a speech communication curriculum at an earlier age. However, the realities of scheduling may not allow this recommendation.

FUNDAMENTALS OF COMMUNICATION

CRITICAL COMPONENTS AND GOALS

The purpose of *Fundamentals of Communication* is to teach students all of the various and complex actions involved in sending and receiving oral messages. A "speech" course in which the only requirements and activities involve Speech Preparation and Delivery is out of compliance with this course of study and cannot receive core graduation credit.

Fundamentals of Communication

I. Communication Process

Students will

A. understand the function of the basic elements in the communication process.
B. comprehend the role of meaning in communication.
C. understand how individual perceptions affect communication.

II. Human Relations

Students will

A. gain an appreciation of how self-concept affects human relationships.
B. learn ways to communicate through self-disclosure.
C. learn ways to increase sensitivity to the communication needs of others and resolve conflict.
D. understand the significance of non-verbal factors in communication.
E. discover the importance of group discussion and develop those communication skills that facilitate working in groups.

III. Listening

Students will

A. develop an understanding of the complexity of the listening process.
B. develop skills necessary for effective listening.
C. identify and comprehend messages.
D. develop and appreciate techniques of empathic listening.
E. develop and appreciate techniques of critical listening.

IV. Speech Preparation and Delivery

Students will

A. select topics and speeches appropriate to their audiences and purposes.
B. use a variety of research sources, organizational patterns and rhetorical devices in speech preparation.
C. learn and use skills necessary to deliver messages effectively.
D. analyze critically public speeches.

I. COMMUNICATION PROCESS

Focus: Students need to understand the complex nature of the communication process and the concept that meanings are personal.

A. Goal: Students will understand the function of the basic elements in the communication process.

Objectives

Students will

1. identify the basic elements in the communication process: sender, receiver, message, channel, feedback, encoding, decoding, and interference.
2. identify techniques for eliminating interference thus increasing the accuracy of communication.
3. explain the function of each element of the communication process.
4. recognize the effectiveness of precise encoding.
5. generate (individually or in small groups) a definition of communication.
6. create an original diagram of a communication model.

B. Goal: Students will comprehend the role of meaning in communication.

Objectives

Students will

1. distinguish between denotations and connotations.
2. explain why the meaning intended by the sender may not be exactly the same as the meaning interpreted by the receiver.
3. observe/find/read a communication episode in which misunderstanding occurs and analyze the reasons for the misunderstanding.

C. Goal: Students will understand how individual perceptions affect communication.

Objectives

Students will

1. define perception.
2. identify the factors that influence perception, including ideological, cultural, psychological, environmental and sociological.
3. explain how perception affects communication.
4. compare and contrast individual perceptions.

II. HUMAN RELATIONS

Focus: Students need to develop effective communication skills to enhance the quality of their human relationships.

A. Goal: Students will gain an appreciation of how self-concept affects human relationships.

Objectives

Students will

1. define the term *self-concept*.
2. identify the perceptual factors that form self-concept.
3. contrast multiple "social roles" each individual plays in various communication situations (i.e., father/mother/offspring, employee/employer, student/teacher).
4. describe the defense mechanisms people use to protect self-image.
5. compare and contrast the student's self-image with the perceptual images attached to them by others.
6. discuss methods of modifying one's self-concept.

B. Goal: Students will learn ways to communicate through self-disclosure.

Objectives

Students will

1. define self-disclosure.
2. examine their own willingness to self-disclose and accept feedback.
3. self-disclose on a voluntary basis.

C. Goal: Students will learn ways to increase sensitivity to the communication needs of others and resolve conflict.

Objective

Students will

1. examine their own behaviors as communicators and determine what effect those behaviors might have on others.
2. recognize specific communication challenges of special needs groups (particularly hearing impaired).
3. identify methods for resolving conflicting ideas or opinions.
4. simulate a conflict resolution situation.

D. Goal: Students will understand the significance of non-verbal factors in communication.

Objectives

Students will

1. list and define the elements of the nonverbal code including proxemics (space and distance), kinesics (body language and gestures), facial expressions, eye contact, appearance, paralanguage (use of voice, tone, pitch, rate, etc.), haptics (touch), chronemics (time).
2. discuss the influence of nonverbal factors in the communication process.
3. explain the culture specific customs and conventions that govern the use of nonverbal communication.
4. conduct an experiment to test the influence of the nonverbal code.

E. Goal: Students will discover the importance of group discussion and will develop those communication skills that facilitate working in groups.

Objectives

Students will

1. list the traits of a group (i.e., size, purpose, composition) and the types of groups (i.e., panel, forum, symposium, social, response, enlightenment).

2. identify a process for arriving at a group decision and techniques of decision making (i.e., majority rule, consensus, compromise).

3. identify effective and ineffective roles individuals play in groups.

4. identify traits and skills necessary for effective group leadership.

5. use group discussion skills to solve a common problem, arrive at a decision, or answer questions of mutual interest.

III. LISTENING

Focus: Students need to acquire listening skills to enhance all aspects of communication.

A. Goal: Students will develop an understanding of the complexity of the listening process.

Objectives

Students will

1. differentiate between hearing and listening and the time spent engaged in each.

2. differentiate between active and passive listening behavior.

3. identify the four stages of the listening process (i.e., sensing, interpreting, evaluating, responding).

4. explain feedback and its function.

B. Goal: Students will begin to develop skills necessary for effective listening.

Objectives

Students will

1. define the types of listening: critical, informative, empathic, appreciative, and discriminative.

2. differentiate among situations where critical listening, informative listening, empathic listening, appreciative listening and discriminative listening are important.

3. recognize barriers to their own effective listening.

4. practice techniques to overcome barriers to effective listening.

5. observe and classify feedback behaviors.

C. Goal: Students will more accurately identify and comprehend messages.

Objectives

Students will

1. distinguish between main ideas and supporting details.

2. identify memory techniques to recall basic ideas and details.

3. demonstrate a variety of note-taking strategies (i.e., outlining, key word, mapping, Cornell method).

4. practice comprehensive listening using memory techniques and note-taking strategies.

D. Goal: Students will develop and appreciate techniques of empathic listening.

Objectives

Students will

1. explain the value of empathic listening.

2. identify the skills of effective empathic listening by using evocative responses (i.e., paraphrasing, clarifying, nonverbal cues, appropriate silence).

3. simulate responding in an empathetic listening situation.

E. Goal: Students will develop and appreciate techniques of critical listening.

Objectives

Students will

1. explain the value of critical listening.
2. differentiate among logical appeals, emotional appeals, and appeals based on source credibility.
3. recognize common fallacies in reasoning.
4. evaluate a persuasive message.

IV. Speech Preparation and Delivery

Focus: Students will gain confidence and competence through the public expression of their ideas.

A. Goal: Students will select topics and speeches appropriate to their audiences and purposes.

Objectives

Students will

1. identify types of speeches and appropriate occasions.
2. explain how audience analysis is conducted and how it affects topic choice.
3. choose topics appropriate to audience situations and environment: physical setting and time limits.

B. Goal: Students will use a variety of research sources, organizational patterns and rhetorical devices in speech preparation.

Objectives

Students will

1. list sources of information traditionally used in speech construction (i.e., library, surveys, interviews, media, personal experience.)

2. recognize the major organizational patterns in speech writing (i.e., chronological, topical, problem-solution, spacial).

3. give exampies of rhetorical devices (i.e., analogy, parallel structure, figurative language, rhetorical question) and types of support (i.e., facts, statistics, exampies, comparisons, quotations, anecdotes).

4. identify a variety of techniques for introducing and concluding a speech.

5. use a variety of research sources, organizational patterns, and rhetorical devices in formulating a speech.

6. use a variety of visual aids (i.e., charts, maps, graphs, objects, transparencies, slides, and videos) to support and clarify speech content.

C. Goal: Students will learn and use skills necessary to deliver messages effectively.

Objectives

Students will

1. list and define the elements of delivery (see nonverbal code, HUMAN RELATIONS, Goal D).

2. practice nonverbal communication in speech delivery, especially voice, diction, posture, gestures, eye contact, facial expression, and appearance.

3. present a variety of speeches in the classroom setting.

4. demonstrate their ability to effectively use a variety of visual aids (i.e., charts, maps, graphs, objects, transparencies, slides, and videos) within the content of the speech.

D. Goal: Students will critically analyze public speeches.

Objectives

1. use a checklist of effective speaking skills to evaluate peer speeches.

2. after recording their speeches formulate a self-evaluation to appraise content, organization, and delivery.

FUNDAMENTALS OF COMMUNICATION

TEXTBOOK ADOPTION EVALUATION GUIDE

for the mandated one credit "Speech" Course

Designed to accompany
Idaho's Fundamentals of Communication Course of Study

TEXT _____

PUBLISHER _____

EDITION _____ GRADE LEVEL _____

RATE FROM 4 (high) TO 1 (low)

1.	Does the book include units about the four critical components listed in the Idaho Course of Study?	4 3 2 1
2.	Does the book contain sufficient student activities directly related to the objectives listed in the Idaho Course of Study?	4 3 2 1
3.	Is the text interesting to read?	4 3 2 1
4.	Is the readability level 10th grade or lower?	4 3 2 1
5.	Are the illustrations interesting and relevant?	4 3 2 1
6.	Is the content based on accepted current research?	4 3 2 1
7.	Are audio/visual materials supplied to supplement the text? (transparencies, videos, cassettes, film strips, computer software, etc.)	4 3 2 1
8.	Are the teacher resource materials useful?	4 3 2 1
9.	Is the layout of the text attractive and logical?	4 3 2 1
10.	Is the binding durable?	4 3 2 1
11.	Should the text be adopted?	Yes _____ No _____

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